

KS4 Curriculum Overview

Spanish AQA

Curriculum Intent

Our Spanish curriculum is organised in a way to ensure that, by the end of Year 11, learning a language :

- Enables students to communicate confidently and more fluently with different kinds of people, in different contexts, for different purposes about an increasingly wide range of themes, across all 4 skills
- Deepens students' understanding of the world and of the Target Language (TL) culture (including use of idioms), allowing them to discover and develop an appreciation of a range of writing in the language studied, including literary texts, poetry etc.
- Equips students with skills to understand and respond to more complex spoken and written language from a variety of authentic sources
- Ensures students can write at varying length, for different purposes and audiences, using the wide variety of grammatical structures and vocabulary that they have learnt (e.g. 40 word, 90 word, 150 word essays)
- Provides the foundation for learning further languages and future language study, equipping students to study and work in other countries
- Students use and manipulate language, to apply it in different and creative ways
- VISTA MFL curriculum meets all National curriculum requirements and is the product of careful selection, sequencing and linking of declarative, procedural, and conditional knowledge.
- Spiral and cumulative design to promote mastery, fluency and ensuring students gain a strong phonetic knowledge to converse confidently, learn how to manipulate grammar to allow them to personalise information and retain extensive core vocabulary/phrases that can be recycled in a large number of real-life situations.
- Consolidate learning by continually using and applying it in a variety of contexts. For example, a student can better understand connections in concepts such as expressing opinions with justifications if they have declarative knowledge of how the verb behaves when using variety of subordinative conjunctions, which reinforce each other.

The exam board is AQA Spanish (8698)). All four skills are assessed at the end of the course and are equally weighted (25%):

Speaking: this exam involves describing a photo, a role-play task, and a general conversation in which students answer questions based on two of the three themes.

Listening: students will be expected to understand statements, short and long conversations, and longer passages in the target language.

Reading: students will be expected to respond to questions in English and in the target language, read and answer questions on a short extract from a literary text and translate a short passage from the target language into English.

Writing: students are required to respond to two (Higher) or three (Foundation) written tasks. Both tiers will be required to translate a short passage into the target language.

How does the KS4 curriculum build on that from KS3?

The curriculum builds on prior learning at KS3 by:

- revisiting many of the same topics in greater depth and breadth, in order to deepen knowledge and increase linguistic and grammatical sophistication.
- allowing students to deepen their knowledge about how language works and enrich their vocabulary
- increasing students' independent use and understanding of extended language in a wide range of contexts
- enriching students' use of their mother tongue through comparison of the language and culture of another country
- encouraging students to manipulate language both for purpose and audience
- developing language-learning skills both for immediate use and to prepare students for further language study and use in school, higher education or employment.

Topics are taught on a spiral structure whereby themes such as family relationships are seen at KS3 and KS4 but at each point skills are developed to give further depth to students' understanding.

While remaining true to the KS3 curriculum, we aim to provide excellent progression onto GCSE. For example, a focus on teaching and assessing interactional and transactional listening at KS3, develops skills needed for the role-play and general conversation in GCSE. Likewise, a focus on unplanned and planned writing will produce more confident writers.

What do students *do* with this knowledge or these skills?

How does the KS4 curriculum align to the National Curriculum?

VISTA MFL curriculum meets all National curriculum requirements and is the product of careful selection, sequencing and linking of declarative, procedural, and conditional knowledge

What new knowledge or skills are students taught?

Term	Year 10	Year 11
Autumn	Unit 1: Identity and relationships with others Unit 2: Education and work	Unit 7: Media and technology Unit 8: The environment and where people live
Spring	Unit 3: Healthy living and lifestyle Unit 4: Free time activities	Unit 9: Travel and tourism, including places of interest Revision
Summer	Unit 5: Customs, festivals and celebrations Unit 6: Celebrity culture	Revision Exam
Rationale for this sequencing	<p>Topics have been organised in a student-friendly way that takes account of learners' interests and increasing levels of maturity as the course progresses.</p> <p>Care has been taken to allocate different points of grammar to topics where they can be taught naturally and seamlessly. Covering these points of grammar in this scheme of work will mean that there will be full coverage of the prescribed grammar contained in the specification.</p> <p>For every topic, a retrieval list is included which contains a list of the grammar points which have been covered in the course so far.</p>	

This approach to grammar should help students recognise that language is a system where the learner can create language by using different permutations of the vocabulary and grammar they are learning and adapting this to different contexts and topics. For every topic there is a list of key language

Additional support at home

Additional reading for enjoyment, enhancement and extension	•
Online resources to practice, consolidate and revise	•
Workbooks & revision guides to practice, consolidate and revise	•